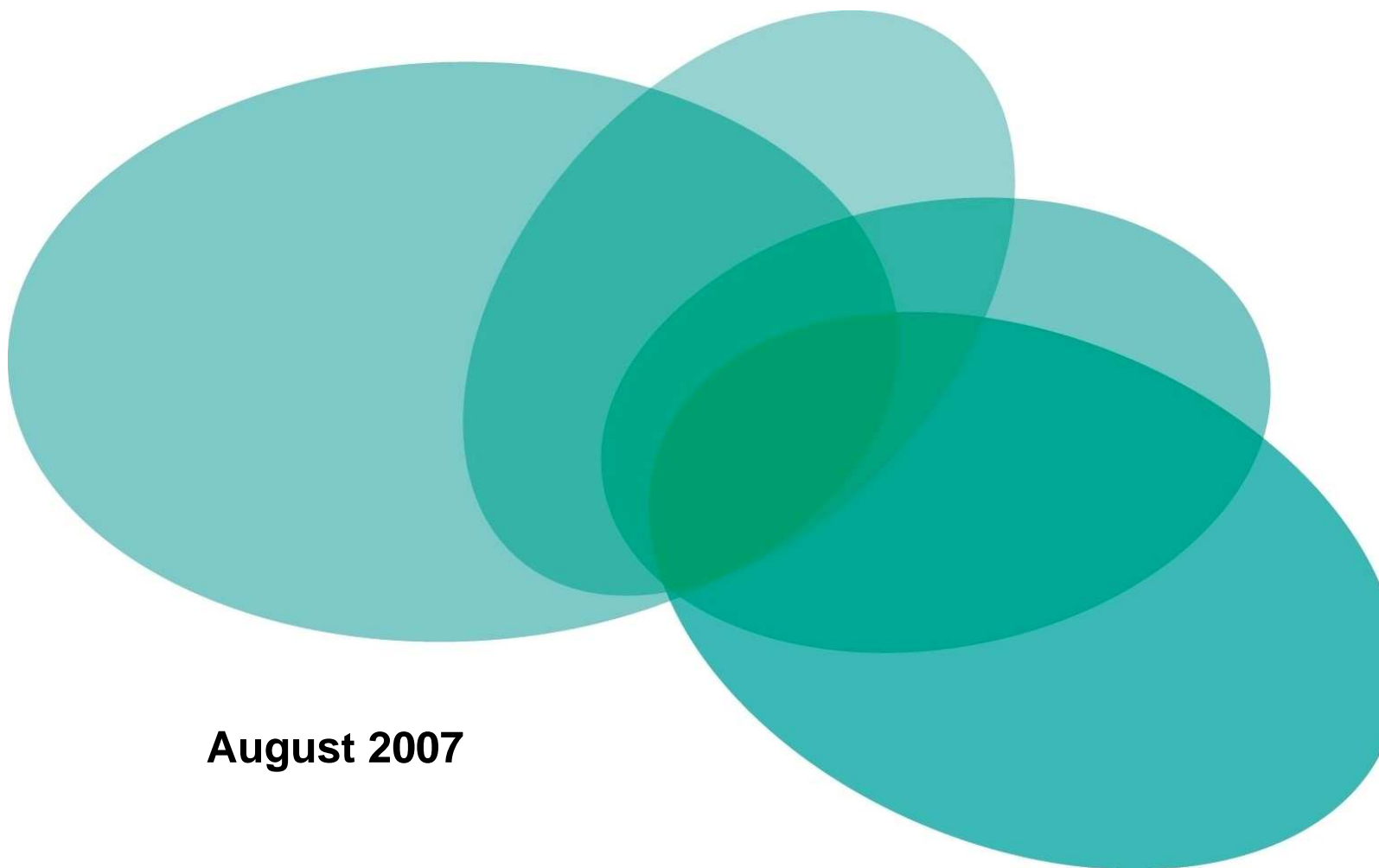**Teachers, tutors and trainers in the Further Education (FE) sector in England**

Guidance for awarding institutions on teacher roles and initial teaching qualifications

Units of assessment for the partly integrated route

August 2007

Units of assessment for the partly integrated route

Contents

Units of assessment for the partly integrated route

Literacy

UNIT TITLE: **Preparing to teach in the lifelong learning sector**

LEVEL: **Four**

CREDIT VALUE: **6**

UNIT CODE:

This unit has 5 learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand own role, responsibilities and boundaries of role in relation to teaching	1.1 Review own role and responsibilities, and boundaries of own role as a teacher 1.2 Summarise key aspects of relevant current legislative requirements and codes of practice within a specific context 1.3 Review other points of referral available to meet the potential needs of learners 1.4 Discuss issues of equality and diversity, and ways to promote inclusion 1.5 Justify the need for record keeping
2. Understand appropriate teaching and learning approaches in the specialist area	2.1 Identify, adapt and use relevant approaches to teaching and learning in relation to the specialist area 2.2 Evaluate a range of ways to embed elements of functional skills in the specialist area 2.3 Evaluate the teaching and learning approaches for a specific session
3. Demonstrate session planning skills	3.1 Plan a teaching and learning session which meets the needs of individual learners 3.2 Evaluate how the planned session meets the needs of individual learners 3.3 Analyse the effectiveness of the resources for a specific session
4. Understand how to deliver inclusive sessions which motivate learners	4.1 Analyse different ways to establish ground rules with learners which underpin appropriate behaviour and respect for others 4.2 Use a range of appropriate and effective teaching and learning approaches to engage and motivate learners 4.3 Explain different methods of giving feedback 4.4 Demonstrate good practice in giving feedback 4.5 Communicate appropriately and effectively with learners 4.6 Reflect on and evaluate the effectiveness of own teaching, making recommendations for modification as appropriate

5. Understand the use of different assessment methods and the need for record keeping	5.1	Review a range of different assessment methods
	5.2	Evaluate the use of assessment methods in different contexts, including reference to initial assessment
	5.3	Justify the need for record keeping in relation to assessment

UNIT TITLE: **Planning and assessing for inclusive practice**

LEVEL: **Four**

CREDIT VALUE: **9**

UNIT CODE:

This unit has 5 learning outcomes.

Learning Outcomes The leaner will:	Assessment Criteria The learner can:
1. Demonstrate ways to negotiate and plan for inclusive practice	1.1 Establish and maintain an inclusive learning environment 1.2 Evaluate ways of planning, negotiating and recording appropriate individual learning goals with learners 1.3 Justify and use inclusive teaching strategies for improvement and success of learners
2. Demonstrate a knowledge and understanding of theories, principles and applications of formal and informal assessment and their role in inclusive learning	2.1 Analyse the application of theories and principles of assessment in relation to inclusive practice in own specialist area 2.2 Analyse the role of assessment in evaluating learner achievement
3. Demonstrate a knowledge and understanding of how to give effective feedback to promote learner progress and achievement	3.1 Justify and use inclusive approaches in giving verbal and written feedback to learners 3.2 Evaluate opportunities for learners to provide feedback to inform own practice
4. Demonstrate a knowledge and understanding of how to use teaching and learning resources inclusively to meet curriculum requirements	4.1 Review a range of learning and teaching resources, including new and emerging technologies, discussing their effectiveness in meeting individual learning needs 4.2 Demonstrate how resources can be used to promote equality, support diversity and contribute to effective learning
5. Demonstrate a knowledge and understanding of the minimum core in own practice	5.1 Identify literacy, language, numeracy and ICT skills which are integral to own specialist area, reviewing how they support learner achievement 5.2 Apply minimum core specifications in literacy and language to improve own practice 5.3 Apply minimum core specifications in numeracy to improve own practice 5.4 Apply minimum core specifications in ICT to improve own practice

Units of assessment for the partly integrated route – Literacy

UNIT TITLE: **Literacy, ESOL and the learners**

LEVEL: **Four**

CREDIT VALUE: **15**

UNIT CODE:

This unit has 4 learning outcomes.

Learning Outcomes The leaner will:	Assessment Criteria The learner can:		English application document elements
1. Demonstrate a knowledge and understanding of language variety	1.1	Analyse Standard English and other varieties of English in both spoken and written forms with reference to specific features such as phonology, grammar and lexis	C1.En C4.En C6.En C7.En C8.En C9.En C10.En
	1.2	Discuss the ways in which language and literacy use can vary according to context	C4.En C7.En
	1.3	Use key grammatical, lexical and phonological terms appropriately	C1.En C4.En C6.En C7.En C8.En C9.En C10.En
2. Demonstrate a knowledge and understanding of the factors which influence literacy and language acquisition, learning and use	2.1	Discuss how language and literacy are acquired and learnt	C11.En C12.En
	2.2	Analyse the personal, social and cultural factors influencing literacy and ESOL learners' literacy and language use	A1.En C1.En C5.En C22.En C23.En
	2.3	Discuss the impact of a range of learning difficulties and disabilities on language and literacy learning and teaching	A3.En

3.	Demonstrate a knowledge and understanding of language change	3.1	Discuss reasons for language change in both spoken and written English	C4.En
		3.2	Identify and analyse recent changes in the use of spoken language at discourse, sentence and word level	C4.En C7.En C8.En C9.En C10.En
		3.3	Identify and analyse changes in the use of written language at text, sentence and word level	C4.En C7.En C8.En C9.En C10.En
		3.4	Use key grammatical, lexical and phonological terms appropriately in describing language change	C4.En C6.En
4.	Demonstrate a knowledge and understanding of the relationship between language and social processes	4.1	Analyse how language is used in the formation, maintenance and transformation of social, cultural, political and religious identities and relationships	C2.En
		4.2	Analyse how language is used at text/discourse, sentence/phrase and word level in the formation, maintenance and transformation of power relations	C3.En C7.En C8.En C9.En

UNIT TITLE: Literacy and the learners

LEVEL: Four

CREDIT UNIT: 15

UNIT CODE:

This unit has 4 learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:	English application document elements
1. Demonstrate a knowledge and understanding of language variety	1.1 Analyse Standard English and other varieties of English in both spoken and written forms with reference to specific features such as phonology, grammar and lexis	C1.En C4.En C6.En C7.En C8.En C9.En C10.En
	1.2 Discuss the ways in which language and literacy use can vary according to context	C4.En C5.En C7.En
	1.3 Use key grammatical, lexical and phonological terms appropriately	C1.En C4.En C6.En C7.En C8.En C9.En C10.En
2. Demonstrate a knowledge and understanding of the factors which influence literacy and language learning and development	2.1 Discuss how language and literacy are acquired and learnt	C11.En C13.En
	2.2 Analyse the personal, social and cultural factors influencing literacy learners' development of spoken and written language	A1.En C1.En C5.En C22.En C23.En
	2.3 Discuss the impact of a range of learning difficulties and disabilities on language and literacy teaching and learning	A3.En

3.	Demonstrate a knowledge and understanding of language change	3.1	Discuss reasons for language change in both spoken and written English	C4.En
		3.2	Identify and analyse changes in the use of spoken language at discourse, sentence and word level	C4.En C7.En C8.En C9.En C10.En
		3.3	Identify and analyse changes in the use of written language at text, sentence and word level	C4.En C7.En C8.En C9.En C10.En
		3.4	Use key grammatical, lexical and phonological terms appropriately in describing language change	C4.En C6.En
4.	Demonstrate a knowledge and understanding of the relationship between language and social processes	4.1	Analyse how language is used in the formation, maintenance and transformation of social, cultural, political and religious identities and relationships	C2.En
		4.2	Analyse how language is used at text/discourse, sentence/phrase and word level in the formation, maintenance and transformation of power relations	C3.En C7.En C8.En C9.En

UNIT TITLE: **Literacy theories and frameworks**

LEVEL: **Five**

CREDIT VALUE: **15**

UNIT CODE:

This unit has 5 learning outcomes

Learning Outcomes The learner will:	Assessment Criteria The learner can:		English application document elements
1. Demonstrate a knowledge and understanding of theories and principles relating to language acquisition and learning	1.1	Review theories of first language acquisition and second language acquisition and learning	C13.En
	1.2	Review language teaching approaches associated with theories of first language acquisition and second language acquisition and learning	C14.En
2. Demonstrate a knowledge and understanding of theories and principles relating to literacy learning and development	2.1	Analyse theories of literacy learning and development	C11.En
	2.2	Analyse literacy teaching approaches associated with theories of literacy learning and development	C12.En
3. Demonstrate a knowledge and understanding of how language can be described and analysed	3.1	Review the range of ways in which language can be described	C6.En
	3.2	Analyse written and spoken language at text and discourse level	C7.En C10.En
	3.3	Analyse written and spoken language at sentence and phrase level	C8.En C10.En
	3.4	Analyse written and spoken language at word level	C9.En C10.En
4. Demonstrate a knowledge and understanding of the processes involved in reading, writing, speaking and listening	4.1	Analyse the processes involved in reading and writing for literacy learners	C18.En C20.En
	4.2	Analyse the processes involved in speaking and listening for literacy learners	C17.En C19.En
	4.3	Discuss the mutual dependence of reading, listening, writing and speaking in literacy and language development	C15.En C16.En

Units of assessment for the partly integrated route – Literacy

UNIT TITLE: **Literacy learning and teaching**

LEVEL: **Five**

CREDIT VALUE: **15**

UNIT CODE:

This unit has 6 learning outcomes

Learning Outcomes The learner will:	Assessment Criteria The learner can:		English application document elements
1. Plan literacy and language learning and teaching using specialist knowledge and resources	1.1	Apply own specialist knowledge of language to plan learning and teaching for literacy learners	D2.En
	1.2	Use specialist curricula and appropriate resources to plan learning and teaching for literacy learners	D1.En
	1.3	Apply own understanding of the aims and needs of individual learners to plan literacy learning and teaching	D3.En
2. Work with learners on language and literacy learning and development drawing on knowledge of their backgrounds goals and individual needs	2.1	Select, adapt and develop effective literacy and language approaches, activities and resources to meet individual literacy learners' needs	A1.En A2.En A3.En B1.En B2.En B3.En B10.En B11.En B12.En B13.En
3. Use knowledge of language systems and approaches to learning and teaching in working with learners on literacy and language learning and development	3.1	Use appropriate approaches with literacy learners to develop their awareness of how language works	B4.En
	3.2	Use appropriate approaches to learning and teaching listening and speaking skills for literacy learners	B5.En B6.En B8.En C21.En
	3.3	Use appropriate approaches to learning and teaching reading skills for literacy learners	B7.En C21.En
	3.4	Use appropriate approaches to learning and teaching writing skills for literacy learners	B9.En C21.En

4.	Collaborate with others to support the inclusion of literacy and language in vocational and other subject areas	4.1	Use specialist knowledge to collaborate with other professionals in developing inclusive approaches to literacy and language	A5.En
5.	Use specialist approaches to different types of literacy and language assessment	5.1	Select and use specialist approaches and tools to conduct literacy and language assessments fairly and equitably	E1.En E2.En E4.En
		5.2	Involve literacy learners in the processes of assessment	E3.En E4.En
		5.3	Record relevant specialist assessment information effectively to inform teaching and learning	E5.En
6.	Understand ways of evaluating and develop own practice	6.1	Use critical reflection and feedback from others to evaluate and improve own literacy and language practice	D4.En A6.En
		6.2	Plan and take up opportunities to improve own knowledge and understanding about integrating theory into practice	A4.En F3.En

UNIT TITLE: **Curriculum development for inclusive practice (Literacy)**

LEVEL: **Five**

CREDIT VALUE: **15**

UNIT CODE:

This unit has 5 learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the range of contexts in which education and training are offered in the lifelong learning sector	1.1 Analyse ways in which the curriculum offer might differ according to the educational/ training context 1.2 Analyse ways in which delivery of curriculum might vary according to purpose and context, with reference to examples from own practice
2. Understand theories, principles and models of curriculum design and implementation and their impact on teaching and learning	2.2 Analyse theories, models and approaches to curriculum design and their potential influence on outcomes for individual learners and groups 2.3 Analyse the appropriateness of a particular curriculum in relation to individual learners/ a cohort of learners
3. Understand the significance of equality and diversity for curriculum design, and take opportunities to promote equality within practice	3.1 Analyse and explain ways in which equality of opportunity and respect for diversity can be built into curriculum design 3.2 Analyse and explain the impact of social, economic and cultural differences on teaching, learning and achievement in own specialist area 3.3 Explain ways to challenge discriminatory behaviours where they occur in the learning environment
4. Understand and demonstrate how to apply theories, principles and models to curriculum development and practice	4.1 Apply theories, principles and models of inclusive curriculum to the design and implementation of programmes of study 4.2 Justify proposals to improve the curriculum offer and evaluate their effectiveness where these have been implemented
5. Understand how to evaluate and improve own practice in inclusive curriculum design and development	5.1 Analyse how theories, principles and models of inclusive curriculum design and development are used to inform own practice and the provision in own specialist area 5.2 Evaluate own approaches, strengths and development needs, in relation to inclusive curriculum design and development. 5.3 Plan and take up opportunities to develop and improve own learning and practice in curriculum design and development

Evidence Category	English Application Referencing
Primary Evidence	A3.En, B2.En, B3.En, F4.En
Secondary Evidence	A1.En, C11.En, C12.En, C13.En, C14.En, D1.En, D3.En

UNIT TITLE: **Continuing personal and professional development**

LEVEL: **Five**

CREDIT VALUE: **15**

UNIT CODE:

This unit has 4 learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:	
1. Understand the role of the teacher in the lifelong learning sector	1.1	Analyse and compare different teaching roles and contexts in the lifelong learning sector
	1.2	Evaluate own role and responsibilities with reference to area of specialism and as part of a team
	1.3	Analyse the impact of own beliefs, assumptions and behaviours on learners and others
	1.4	Analyse the impact of own professional, personal, interpersonal skills, including literacy, numeracy and ICT skills, on learners and others
2. Understand theories and principles of reflective practice, and models of continuing personal and professional development	2.1	Analyse and compare relevant theories, principles and models of reflective practice
	2.2	Explain how theories, principles and models of reflective practice can be applied to own development as an autonomous learner
3. Understand own need for continuous personal and professional self development	3.1	Evaluate own approaches, strengths and development needs, including literacy, language and numeracy needs
	3.2	Use self reflection and feedback to develop own knowledge, practice and skills, including literacy, language, numeracy and ICT skills
	3.3	Plan appropriate opportunities to address own identified learning needs
4. Understand and demonstrate ways in which engagement in CPPD activities has improved own practice	4.1	Identify and engage in appropriate CPPD opportunities to keep up to date and develop in teaching and in own specialist area
	4.2	Evaluate the impact of CPPD activities on own professional practice, identifying any further learning and development needs

Although this unit is mandatory for the ITT pathway there are no subject specialist statements mapped to the learning outcomes and assessment criteria. Any applicable subject contextualisation has been placed within the required options. Therefore if desired this unit may be delivered generically. This will enable Skills for Life specialists to gain study experience alongside their colleagues from other subject/vocational areas.

Units of assessment for the partly integrated route – Literacy

UNIT TITLE: **Wider professional practice**

LEVEL: **Five**

CREDIT VALUE: **15**

UNIT CODE:

This unit has 5 learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:	
1. Understand the concept of professionalism and core professional values for teachers in the lifelong learning sector	1.1	Discuss key aspects of professionalism in the context of the lifelong learning sector
	1.2	Explain ways in which equality of opportunity and respect for diversity can be built into teaching and learning practice
	1.3	Discuss the contribution of learning to personal development, economic growth and community regeneration
	1.4	Analyse the impact of own professional values and judgments on teaching and learning
2. Understand key issues in relation to professional conduct and accountability in the lifelong learning sector	2.1	Discuss the implications and impact of government policies on teaching and learning in the lifelong learning sector
	2.2	Discuss the roles of regulatory bodies and systems and inspection regimes in the operation of the lifelong learning sector
	2.3	Interpret ways to apply relevant statutory requirements and underpinning principles in relation to teaching own area of specialism
	2.4	Analyse own responsibilities in relation to the above
3. Understand and apply principles of evaluation, quality assurance and quality improvement	3.1	Review and compare a range of principles and approaches to evaluation
	3.2	Explain differences and the relationship between evaluation and assessment
	3.3	Analyse the role of evaluation within quality assurance to inform and promote quality improvement
4. Understand and demonstrate how to contribute to QA and QI systems and procedures	4.1	Work with others to develop and improve the effectiveness of evaluation processes
	4.2	Evaluate the validity and reliability of data collected and the effectiveness of the methods/instruments used, with reference to own learner(s)
5. Understand how to evaluate and improve own wider professional practice	5.1	Evaluate own approaches, strengths and development needs, in relation to professional practice
	5.2	Plan and take up opportunities to develop and improve own wider professional practice

Although this unit is mandatory for the ITT pathway there are no subject specialist statements mapped to the learning outcomes and assessment criteria. Any applicable subject contextualisation has been placed within the required options. Therefore if desired this unit may be delivered generically. This will enable Skills for Life specialists to gain study experience alongside their colleagues from other subject/vocational areas.

ESOL

UNIT TITLE: **Preparing to teach in the lifelong learning sector**

LEVEL: **Four**

CREDIT VALUE: **6**

UNIT CODE:

This unit has 5 learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand own role, responsibilities and boundaries of role in relation to teaching	1.1 Review own role and responsibilities, and boundaries of own role as a teacher 1.2 Summarise key aspects of relevant current legislative requirements and codes of practice within a specific context 1.3 Review other points of referral available to meet the potential needs of learners 1.4 Discuss issues of equality and diversity, and ways to promote inclusion 1.5 Justify the need for record keeping
2. Understand appropriate teaching and learning approaches in the specialist area	2.1 Identify, adapt and use relevant approaches to teaching and learning in relation to the specialist area 2.2 Evaluate a range of ways to embed elements of functional skills in the specialist area 2.3 Evaluate the teaching and learning approaches for a specific session
3. Demonstrate session planning skills	3.1 Plan a teaching and learning session which meets the needs of individual learners 3.2 Evaluate how the planned session meets the needs of individual learners 3.3 Analyse the effectiveness of the resources for a specific session
4. Understand how to deliver inclusive sessions which motivate learners	4.1 Analyse different ways to establish ground rules with learners which underpin appropriate behaviour and respect for others 4.2 Use a range of appropriate and effective teaching and learning approaches to engage and motivate learners 4.3 Explain different methods of giving feedback 4.4 Demonstrate good practice in giving feedback 4.5 Communicate appropriately and effectively with learners 4.6 Reflect on and evaluate the effectiveness of own teaching, making recommendations for modification as appropriate
5. Understand the use of	5.1 Review a range of different assessment methods

| different assessment methods and the need for record keeping | 5.2 | Evaluate the use of assessment methods in different contexts, including reference to initial assessment |
| | 5.3 | Justify the need for record keeping in relation to assessment |

UNIT TITLE: **Planning and assessing for inclusive practice**

LEVEL: **Four**

CREDIT VALUE: **9**

UNIT CODE:

This unit has 5 learning outcomes.

Learning Outcomes The leaner will:	Assessment Criteria The learner can:
1. Demonstrate ways to negotiate and plan for inclusive practice	1.1 Establish and maintain an inclusive learning environment 1.2 Evaluate ways of planning, negotiating and recording appropriate individual learning goals with learners 1.3 Justify and use inclusive teaching strategies for improvement and success of learners
2. Demonstrate a knowledge and understanding of theories, principles and applications of formal and informal assessment and their role in inclusive learning	2.1 Analyse the application of theories and principles of assessment in relation to inclusive practice in own specialist area 2.2 Analyse the role of assessment in evaluating learner achievement
3. Demonstrate a knowledge and understanding of how to give effective feedback to promote learner progress and achievement	3.1 Justify and use inclusive approaches in giving verbal and written feedback to learners 3.2 Evaluate opportunities for learners to provide feedback to inform own practice
4. Demonstrate a knowledge and understanding of how to use teaching and learning resources inclusively to meet curriculum requirements	4.1 Review a range of learning and teaching resources, including new and emerging technologies, discussing their effectiveness in meeting individual learning needs 4.2 Demonstrate how resources can be used to promote equality, support diversity and contribute to effective learning
5. Demonstrate a knowledge and understanding of the minimum core in own practice	5.1 Identify literacy, language, numeracy and ICT skills which are integral to own specialist area, reviewing how they support learner achievement 5.2 Apply minimum core specifications in literacy and language to improve own practice 5.3 Apply minimum core specifications in numeracy to improve own practice 5.4 Apply minimum core specifications in ICT to improve own practice

Units of assessment for the partly integrated route – ESOL

UNIT TITLE: **Literacy, ESOL and the learners**

LEVEL: **Four**

CREDIT VALUE: **15**

UNIT CODE:

This unit has 4 learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:		English application document elements
1. Demonstrate a knowledge and understanding of language variety	1.1	Analyse Standard English and other varieties of English in both spoken and written forms with reference to specific features such as phonology, grammar and lexis	C1.En C4.En C6.En C7.En C8.En C9.En C10.En
	1.2	Discuss the ways in which language and literacy use can vary according to context	C4.En C7.En
	1.3	Use key grammatical, lexical and phonological terms appropriately	C1.En C4.En C6.En C7.En C8.En C9.En C10.En
2. Demonstrate a knowledge and understanding of the factors which influence literacy and language acquisition, learning and use	2.1	Discuss how language and literacy are acquired and learnt	C11.En C13.En
	2.2	Analyse the personal, social and cultural factors influencing literacy and ESOL learners' literacy and language use	A1.En C1.En C5.En C22.En C23.En
	2.3	Discuss the impact of a range of learning difficulties and disabilities on language and literacy teaching and learning	A3.En

3.	Demonstrate a knowledge and understanding of language change	3.1	Discuss reasons for language change in both spoken and written English	C4.En
		3.2	Identify and analyse changes in the use of spoken language at discourse, phrase and word level	C4.En C7.En C8.En C9.En C10.En
		3.3	Identify and analyse changes in the use of written language at text, sentence and word level	C4.En C7.En C8.En C9.En C10.En
		3.4	Use key grammatical, lexical and phonological terms appropriately in describing language change	C4.En C6.En
4.	Demonstrate a knowledge and understanding of the relationship between language and social processes	4.1	Analyse how language is used in the formation, maintenance and transformation of social, cultural, political and religious identities and relationships	C2.En
		4.2	Analyse how language is used at text/discourse, sentence/phrase and word level in the formation, maintenance and transformation of power relations	C3.En C7.En C8.En C9.En

UNIT TITLE: ESOL and the learners

LEVEL: Four

CREDIT VALUE: 15

UNIT CODE:

This unit has 4 learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:		English application document elements
1. Demonstrate a knowledge and understanding of language variety	1.1	Analyse Standard English and other varieties of English in both spoken and written forms with reference to specific features such as phonology, grammar and lexis	C1.En C4.En C6.En C7.En C8.En C9.En C10.En
	1.2	Discuss the ways in which language and literacy use can vary according to context	C4.En C7.En
	1.3	Use key grammatical, lexical and phonological terms appropriately	C1.En C4.En C6.En C7.En C8.En C9.En C10.En
2. Demonstrate a knowledge and understanding of the factors which influence language and literacy acquisition and learning	2.1	Discuss how language and literacy are acquired and learnt	C11.En C13.En
	2.2	Analyse the personal, social and cultural factors influencing ESOL learners' literacy and language acquisition and learning	A1.En C1.En C5.En C22.En C23.En
	2.3	Discuss the impact of a range of learning difficulties and disabilities on language and literacy learning and teaching	A3.En
3. Demonstrate a knowledge and understanding of language change	3.1	Discuss reasons for language change in both spoken and written English	C4.En
	3.2	Identify and analyse changes in the use of spoken language at discourse, sentence and word level	C1.En C4.En C6.En C7.En C8.En C9.En C10.En
	3.3	Identify and analyse changes in the use of written language at text, sentence and word level	C1.En C4.En C6.En C7.En C8.En C9.En C10.En

		3.4	Use key grammatical, lexical and phonological terms appropriately in describing language change	C4.En C6.En
4.	Demonstrate a knowledge and understanding of the relationship between language and social processes	4.1	Analyse how language is used in the formation, maintenance and transformation of social, cultural, political and religious identities and relationships	C2.En
		4.2	Analyse how language is used at text/discourse, sentence/phrase and word level in the formation, maintenance and transformation of power relations	C3.En C7.En C8.En C9.En

UNIT TITLE: **ESOL theories and frameworks**

LEVEL: **Five**

CREDIT VALUE: **15**

UNIT CODE:

This unit has 4 learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:		English application document elements
1. Demonstrate a knowledge and understanding of theories and principles relating to language acquisition and learning	1.1	Review theories of first language acquisition and second language acquisition and learning	C13.En
	1.2	Review language teaching approaches associated with theories of first language acquisition and second language acquisition and learning	C14.En
2. Demonstrate a knowledge and understanding of theories and principles relating to literacy learning and development	2.1	Analyse theories of literacy learning and development	C11.En
	2.2	Analyse literacy teaching approaches associated with theories of literacy learning and development	C12.En
3. Demonstrate a knowledge and understanding of how language can be described and analysed	3.1	Analyse the range of ways in which language can be described, including significant differences between the description and conventions of English and other languages	C6.En
	3.2	Recognise a range of descriptive and prescriptive approaches to language analysis	C6.En
	3.3	Analyse spoken and written English at discourse and text level	C7.En C10.En
	3.4	Analyse spoken and written English at phrase and sentence level	C8.En C10.En
	3.5	Analyse spoken and written English at word level	C9.En C10.En

	3.6	Analyse the phonological features of spoken English, with reference to the communication needs of ESOL learners	C10.En
	3.7	Use key grammatical, lexical and phonological terms appropriately	C6.En
4. Demonstrate a knowledge and understanding of the processes involved in listening, reading, speaking and writing	4.1	Analyse the processes involved in listening and speaking for ESOL learners	C17.En C19.En
	4.2	Analyse the processes involved in reading and writing for ESOL learners	C18.En C20.En
	4.3	Discuss the mutual dependence of reading, listening, writing and speaking in language and literacy development	C15.En C16.En

UNIT TITLE: **ESOL learning and teaching**

LEVEL: **Five**

CREDIT VALUE: **15**

UNIT CODE:

This unit has 6 learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:		English application document elements
1. Plan language and literacy learning and teaching using specialist knowledge and resources	1.1	Use own specialist knowledge of language to plan teaching and learning for ESOL learners	D2.En
	1.2	Use specialist curricula and appropriate resources to plan teaching and learning for ESOL learners	D1.En
	1.3	Use understanding of the aims and needs of individual learners to plan ESOL teaching and learning	D3.En
2. Work with learners on language and literacy learning and development drawing on knowledge of their backgrounds, goals, abilities and disabilities	2.1	Select, adapt and develop effective language and literacy approaches, activities, and resources to meet individual ESOL learners' needs	A1.En A2.En A3.En B1.En B2.En B3.En B10.En B11.En B12.En B13.En
3. Use knowledge of language systems and approaches to learning and teaching in working with learners on literacy and language learning and development	3.1	Use appropriate approaches with ESOL learners to develop their awareness of how language works	B4.En
	3.2	Use appropriate approaches to learning and teaching listening and speaking skills for ESOL learners	B5.En B6.En B8.En C21.En
	3.3	Use appropriate approaches to learning and teaching reading skills for ESOL learners	B7.En C21.En
	3.4	Use appropriate approaches to learning and teaching writing skills for ESOL learners	B9.En C21.En

4. Collaborate with others to support the inclusion of language and literacy in other curricula areas	4.1	Use specialist knowledge to collaborate with other professionals in developing inclusive approaches to language and literacy	A5.En F1.En F2.En F3.En F4.En
5. Use specialist approaches to different types of language and literacy assessment	5.1	Select and use specialist approaches and tools to conduct language and literacy assessments fairly and equitably	E1.En E2.En E4.En
	5.2	Involve ESOL learners in the processes of assessment	E3.En E4.En
	5.3	Record relevant specialist assessment information effectively to inform teaching and learning	E5.En
6. Understand ways of evaluating and developing own practice	6.1	Use critical reflection and feedback from others to evaluate and improve own language and literacy practice	D4.En
	6.2	Plan and take up opportunities to improve own knowledge and understanding about integrating theory into practice	A4.En

UNIT TITLE: **Curriculum development for inclusive practice (ESOL)**

LEVEL: **Five**

CREDIT VALUE: **15**

UNIT CODE:

This unit has 5 learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the range of contexts in which education and training are offered in the lifelong learning sector	1.1 Analyse ways in which the curriculum offer might differ according to the educational/ training context 1.2 Analyse ways in which delivery of curriculum might vary according to purpose and context, with reference to examples from own practice
2. Understand theories, principles and models of curriculum design and implementation and their impact on teaching and learning	2.1 Analyse theories, models and approaches to curriculum design and their potential influence on outcomes for individual learners and groups 2.2 Analyse the appropriateness of a particular curriculum in relation to individual learners/ a cohort of learners
3. Understand the significance of equality and diversity for curriculum design, and take opportunities to promote equality within practice	3.1 Analyse and explain ways in which equality of opportunity and respect for diversity can be built into curriculum design 3.2 Analyse and explain the impact of social, economic and cultural differences on teaching, learning and achievement in own specialist area 3.3 Explain ways to challenge discriminatory behaviours where they occur in the learning environment
4. Understand and demonstrate how to apply theories, principles and models to curriculum development and practice	4.1 Apply theories, principles and models of inclusive curriculum to the design and implementation of programmes of study 4.2 Justify proposals to improve the curriculum offer and evaluate their effectiveness where these have been implemented
5. Understand how to evaluate and improve own practice in inclusive curriculum design and development	5.1 Analyse how theories, principles and 5.2 models of inclusive curriculum design and development are used to inform own practice and the provision in own specialist area 5.3 Evaluate own approaches, strengths and development needs, , in relation to inclusive curriculum design and development 5.4 Plan and take up opportunities to develop and improve own learning and practice in curriculum design and development

Evidence Category	English Application Referencing
Primary Evidence	A3.En, B2.En, B3.En, F4.En
Secondary Evidence	A1.En, C11.En, C12.En, C13.En, C14.En, D1.En, D3.En

Units of assessment for the partly integrated route – ESOL

UNIT TITLE: **Continuing personal and professional development**

LEVEL: **Five**

CREDIT VALUE: **15**

UNIT CODE:

This unit has 4 learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the role of the teacher in the lifelong learning sector	1.1 Analyse and compare different teaching roles and contexts in the lifelong learning sector 1.2 Evaluate own role and responsibilities with reference to area of specialism and as part of a team 1.3 Analyse the impact of own beliefs, assumptions and behaviours on learners and others 1.4 Analyse the impact of own professional, personal, interpersonal skills, including literacy, numeracy and ICT skills, on learners and others
2. Understand theories and principles of reflective practice, and models of continuing personal and professional development	2.1 Analyse and compare relevant theories, principles and models of reflective practice 2.2 Explain how theories, principles and models of reflective practice can be applied to own development as an autonomous learner
3. Understand own need for continuous personal and professional self development	3.1 Evaluate own approaches, strengths and development needs, including literacy, language and numeracy needs 3.2 Use self reflection and feedback to develop own knowledge, practice and skills, including literacy, language, numeracy and ICT skills 3.3 Plan appropriate opportunities to address own identified learning needs
4. Understand and demonstrate ways in which engagement in CPPD activities has improved own practice	4.1 Identify and engage in appropriate CPPD opportunities to keep up to date and develop in teaching and in own specialist area 4.2 Evaluate the impact of CPPD activities on own professional practice, identifying any further learning and development needs

Although this unit is mandatory for the ITT pathway there are no subject specialist statements mapped to the learning outcomes and assessment criteria. Any applicable subject contextualisation has been placed within the required options. Therefore if desired this unit may be delivered generically. This will enable Skills for Life specialists to gain study experience alongside their colleagues from other subject/vocational areas.

Units of assessment for the partly integrated route – ESOL

UNIT TITLE: **Wider professional practice**

LEVEL: **Five**

CREDIT VALUE: **15**

UNIT CODE:

This unit has 5 learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:	
1. Understand the concept of professionalism and core professional values for teachers in the lifelong learning sector	1.1	Discuss key aspects of professionalism in the context of the lifelong learning sector
	1.2	Explain ways in which equality of opportunity and respect for diversity can be built into teaching and learning practice
	1.3	Discuss the contribution of learning to personal development, economic growth and community regeneration
	1.4	Analyse the impact of own professional values and judgements on teaching and learning
2. Understand key issues in relation to professional conduct and accountability in the lifelong learning sector	2.1	Discuss the implications and impact of government policies on teaching and learning in the lifelong learning sector
	2.2	Discuss the roles of regulatory bodies and systems and inspection regimes in the operation of the lifelong learning sector
	2.3	Interpret ways to apply relevant statutory requirements and underpinning principles in relation to teaching own area of specialism
	2.4	Analyse own responsibilities in relation to the above
3. Understand and apply principles of evaluation, quality assurance and quality improvement	3.1	Review and compare a range of principles and approaches to evaluation
	3.2	Explain differences and the relationship between evaluation and assessment
	3.3	Analyse the role of evaluation within quality assurance to inform and promote quality improvement
4. Understand and demonstrate how to contribute to QA and QI systems and procedures	4.1	Work with others to develop and improve the effectiveness of evaluation processes
	4.2	Evaluate the validity and reliability of data collected and the effectiveness of the methods/instruments used, with reference to own learner(s)
5. Understand how to evaluate and improve own wider professional practice	5.1	Evaluate own approaches, strengths and development needs, in relation to professional practice
	5.2	Plan and take up opportunities to develop and improve own wider professional practice

Although this unit is mandatory for the ITT pathway there are no subject specialist statements mapped to the learning outcomes and assessment criteria. Any applicable subject contextualisation has been placed within the required options. Therefore if desired this unit may be delivered generically. This will enable Skills for Life specialists to gain study experience alongside their colleagues from other subject/vocational areas.

Units of assessment for the partly integrated route – ESOL

Numeracy

UNIT TITLE: **Preparing to teach in the lifelong learning sector**

LEVEL: **Four**

CREDIT VALUE: **6**

UNIT CODE:

This unit has 5 learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:	
1. Understand own role, responsibilities and boundaries of role in relation to teaching	1.1	Review own role and responsibilities, and boundaries of own role as a teacher
	1.2	Summarise key aspects of relevant current legislative requirements and codes of practice within a specific context
	1.3	Review other points of referral available to meet the potential needs of learners
	1.4	Discuss issues of equality and diversity, and ways to promote inclusion
	1.5	Justify the need for record keeping
2. Understand appropriate teaching and learning approaches in the specialist area	2.1	Identify, adapt and use relevant approaches to teaching and learning in relation to the specialist area
	2.2	Evaluate a range of ways to embed elements of functional skills in the specialist area
	2.3	Evaluate the teaching and learning approaches for a specific session
3. Demonstrate session planning skills	3.1	Plan a teaching and learning session which meets the needs of individual learners
	3.2	Evaluate how the planned session meets the needs of individual learners
	3.3	Analyse the effectiveness of the resources for a specific session
4. Understand how to deliver inclusive sessions which motivate learners	4.1	Analyse different ways to establish ground rules with learners which underpin appropriate behaviour and respect for others
	4.2	Use a range of appropriate and effective teaching and learning approaches to engage and motivate learners
	4.3	Explain different methods of giving feedback
	4.4	Demonstrate good practice in giving feedback
	4.5	Communicate appropriately and effectively with learners
	4.6	Reflect on and evaluate the effectiveness of own teaching, making recommendations for modification as appropriate
5. Understand the use of	5.1	Review a range of different assessment methods

| different assessment methods and the need for record keeping | 5.2 | Evaluate the use of assessment methods in different contexts, including reference to initial assessment |
| | 5.3 | Justify the need for record keeping in relation to assessment |

UNIT TITLE: **Planning and assessing for inclusive practice**

LEVEL: **Four**

CREDIT VALUE: **9**

UNIT CODE:

This unit has 5 learning outcomes.

Learning Outcomes The leaner will:	Assessment Criteria The learner can:
1. Demonstrate ways to negotiate and plan for inclusive practice	1.1 Establish and maintain an inclusive learning environment 1.2 Evaluate ways of planning, negotiating and recording appropriate individual learning goals with learners 1.3 Justify and use inclusive teaching strategies for improvement and success of learners
2. Demonstrate a knowledge and understanding of theories, principles and applications of formal and informal assessment and their role in inclusive learning	2.1 Analyse the application of theories and principles of assessment in relation to inclusive practice in own specialist area 2.2 Analyse the role of assessment in evaluating learner achievement
3. Demonstrate a knowledge and understanding of how to give effective feedback to promote learner progress and achievement	3.1 Justify and use inclusive approaches in giving verbal and written feedback to learners 3.2 Evaluate opportunities for learners to provide feedback to inform own practice
4. Demonstrate a knowledge and understanding of how to use teaching and learning resources inclusively to meet curriculum requirements	4.1 Review a range of learning and teaching resources, including new and emerging technologies, discussing their effectiveness in meeting individual learning needs 4.2 Demonstrate how resources can be used to promote equality, support diversity and contribute to effective learning
5. Demonstrate a knowledge and understanding of the minimum core in own practice	5.1 Identify literacy, language, numeracy and ICT skills which are integral to own specialist area, reviewing how they support learner achievement 5.2 Apply minimum core specifications in literacy and language to improve own practice 5.3 Apply minimum core specifications in numeracy to improve own practice 5.4 Apply minimum core specifications in ICT to improve own practice

Units of assessment for the partly integrated route – Numeracy

UNIT TITLE: Numeracy and the learners

LEVEL: Four

CREDIT VALUE: 15

UNIT CODE:

This unit has 4 learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:		Mathematics application document elements
1. Demonstrate knowledge and understanding of the impact of learner background and popular perceptions of mathematics and their roles on mathematics and numeracy learning	1.1	Analyse the role of mathematics and numeracy in the world at large	C12.Ma
	1.2	Discuss public/popular perceptions of mathematics and numeracy and the impact on the learner	C13.Ma
	1.3	Justify the importance of encouraging learners to make links between their numeracy development and other areas of their personal development	F3.Ma A2.Ma
	1.4	Analyse the impact of learners' backgrounds and needs on numeracy learning	C16.Ma B1.Ma
	1.5	Evaluate approaches to mathematics and numeracy assessment which take into account learner backgrounds	E3.Ma
2. Demonstrate knowledge and understanding of how to identify the attainment and aspirations of numeracy learners	2.1	Establish existing skills, knowledge and understanding and ascertain what learners can do as well as what they cannot do	E2.Ma
	2.2	Use the results of assessment and knowledge of learner's background to identify areas which interest, motivate and inspire individual learners and address needs, goals and aspirations	A1.Ma

3.	Demonstrate knowledge and understanding of own mathematics skills, knowledge and understanding to an appropriate breadth and depth	3.1	Discuss the historic and cultural development of mathematics	C1.Ma
		3.2	Discuss the language and concepts associated with place value systems	C2.Ma
		3.3	Compare a wide range of written, mental and diagrammatic strategies and the metalanguage to describe and analyse these	C7.Ma
		3.4	Analyse a range of common errors and misconceptions and possible reasons why they occur	C6.Ma
		3.5	Analyse the links, connections and generalisations that can be made between a range of areas in numeracy/mathematics	C10.Ma
		3.6	Analyse the activities, processes and stages within a mathematical problem/investigation	C8.Ma
4.	Apply knowledge and understanding of the different ways in which language/literacy skills are integral to learners' achievement in mathematics and numeracy	4.1	Devise strategies to enable learners to develop appropriate numeracy language and vocabulary	B6.Ma
		4.2	Maintain an integrated approach to wider language and literacy skills needed to develop learners' numeracy skills	C17.Ma
		4.3	Use strategies to promote and encourage communication of mathematical ideas both between teacher and learner and learners themselves	C18.Ma
		4.4	Discuss how context can affect approaches used for mathematical problem solving and investigation and also the interpretation of the results	C9.Ma

UNIT TITLE: **Developing numeracy knowledge and understanding**

LEVEL: **Five**

CREDIT VALUE: **15**

UNIT CODE:

This unit has 4 learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:		Mathematics application document elements
1. Demonstrate knowledge and understanding of the origins of mathematics knowledge and the application of relevant learning theories on curriculum development, learning and teaching	1.1	Apply knowledge of teaching and learning theories to numeracy and Mathematics in order to improve practice	C15.Ma
	1.2	Analyse the effect of the origins and status of Mathematics knowledge on mathematics curriculum development	C11.Ma
2. Apply specialist pedagogical knowledge and understanding to promote and develop the quality of numeracy learning and teaching in a variety of contexts	2.1	Identify relevant numeracy skills and knowledge needed in particular contexts in collaboration with teachers of other subjects across the organisation where appropriate	B9.Ma A5.Ma
	2.2	Contribute to the development and improvement in quality of numeracy learning and teaching in vocational and other subjects	A6.Ma
	2.3	Apply subject and specialist pedagogical knowledge to adopt appropriate learning and teaching strategies for a wide range of learners' needs	B3.Ma B4.Ma B5.Ma
3. Demonstrate own mathematics skills, knowledge and understanding to an appropriate breadth and depth	3.1	Summarise the nature of argument and proof in mathematics, including the language of proof, its origins in geometry, and the role of algebra in generalising	C3.Ma
	3.2	Analyse the use, interpretation, representation and misrepresentation of data	C4.Ma
	3.3	Compare the wide range of ways of defining or representing different concepts in numeracy	C5.Ma

| 4. | Demonstrate knowledge and understanding of how to use specialist organisations and publications to develop own practice as a numeracy teacher | 4.1 | Use a range of numeracy organisations and publications in order to review current research and developments | C19.Ma |
| | | 4.2 | Use international, national and local research together with own and learners' insights to inform numeracy learning and teaching | A4.Ma |

UNIT TITLE: **Numeracy learning and teaching**

LEVEL: **Five**

CREDIT VALUE: **15**

UNIT CODE:

This unit has 7 learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:		Mathematics application document elements
1. Demonstrate knowledge and understanding of how to use appropriate learning and teaching strategies, including assessment for learning, in numeracy	1.1	Review strategies for developing conceptual understanding in mathematics and numeracy	B7.Ma B10.Ma
	1.2	Evaluate the use of resources in numeracy learning and teaching	
	1.3	Analyse the use of strategies to engage and enthuse learners in numeracy and foster positive self images	C14.Ma B1.Ma E1.Ma
	1.4	Analyse the types of skills, knowledge and understanding that can be assessed in numeracy	
2. Apply specialist knowledge and understanding to the planning of numeracy teaching and learning	2.1	Plan numeracy related course outlines and lesson objectives to meet learner needs and curriculum requirements	D1.Ma
	2.2	Plan numeracy learning and teaching that reflects diversity and promotes equality of opportunity	D2.Ma
3. Demonstrate appropriate learning and teaching strategies that create a supportive numeracy learning environment	3.1	Establish and maintain an environment where mistakes in numeracy are seen as opportunities for further learning and peer support is encouraged	B2.Ma
	3.2	Use strategies to facilitate learner interaction in order to support numeracy learning	B8.Ma

4. Demonstrate the use of assessment strategies to support and develop learning in numeracy	4.1	Devise and use appropriate assessment tools for numeracy	E1.Ma
	4.2	Use strategies to involve learners in their own numeracy assessment	E4.Ma
	4.3	Negotiate numeracy related goals with learners	D3.Ma
	4.4	Use feedback from assessment to support learning and teaching in numeracy	E5.Ma
	4.5	Use appropriate systems for recording numeracy assessment information	E6.Ma
5. Demonstrate knowledge and understanding of how to address diversity and inclusion effectively in numeracy	5.1	Analyse the impact and implications of personal, social, economic and political factors which may affect the learning development and progression of people with numeracy needs	A3.Ma
6. Demonstrate knowledge and understanding of how reciprocal relationships with a range of professionals can be used to support numeracy learners	6.1	Evaluate the boundaries between own specialist area and those of other specialists	F2.Ma,
	6.2	Use knowledge of current developments in Literacy, ESOL, ICT and learning difficulties and disabilities to give effective support to numeracy learners	F2.Ma F4.Ma
	6.3	Apply knowledge of specialist services to signpost learners to appropriate support within or outside the organization	F1.Ma
	6.4	Apply knowledge of how numeracy development is supported in learners by a range of professionals to demonstrate effective collaborative practice	F4.Ma

7. Demonstrate knowledge and understanding of how to evaluate and improve numeracy learning and teaching	7.1	Apply appropriate theories of learning to the evaluation of numeracy learning and teaching including planning and assessment	D4.Ma
	7.2	Use a range of sources of data to evaluate numeracy learning and teaching, including learner reflection and feedback	D4.Ma
	7.3	Use a reflective CPD cycle to select training opportunities to inform own knowledge of mathematics/numeracy, its teaching, policy and practice	C20.Ma
	7.4	Use current professional knowledge to ensure learners develop their numeracy skills to enable progression	A2.Ma, F3.Ma
	7.5	Demonstrate use of a wide range of oral, written and non-verbal strategies to improve numeracy learning	B7.Ma

Units of assessment for the partly integrated route – Numeracy

UNIT TITLE: **Curriculum development for inclusive practice (Numeracy)**

LEVEL: **Five**

CREDIT VALUE: **15**

UNIT CODE:

This unit has 5 learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the range of contexts in which education and training are offered in the lifelong learning sector	1.1 Analyse ways in which the curriculum offer might differ according to the educational/ training context 1.2 Analyse ways in which delivery of curriculum might vary according to purpose and context, with reference to examples from own practice
2. Understand theories, principles and models of curriculum design and implementation and their impact on teaching and learning	2.1 Analyse theories, models and approaches to curriculum design and their potential influence on outcomes for individual learners and groups 2.2 Analyse the appropriateness of a particular curriculum in relation to individual learners/ a cohort of learners
3. Understand the significance of equality and diversity for curriculum design, and take opportunities to promote equality within practice	3.1 Analyse and explain ways in which equality of opportunity and respect for diversity can be built into curriculum design 3.2 Analyse and explain the impact of social, economic and cultural differences on teaching, learning and achievement in own specialist area 3.3 Explain ways to challenge discriminatory behaviours where they occur in the learning environment
4. Understand and demonstrate how to apply theories, principles and models to curriculum development and practice	4.1 Apply theories, principles and models of inclusive curriculum to the design and implementation of programmes of study 4.2 Justify proposals to improve the curriculum offer and evaluate their effectiveness where these have been implemented
5. Understand how to evaluate and improve own practice in inclusive curriculum design and development	5.1 Analyse how theories, principles and models of inclusive curriculum design and development are used to inform own practice and the provision in own specialist area 5.2 Evaluate own approaches, strengths and development needs, , in relation to inclusive curriculum design and development 5.3 Plan and take up opportunities to develop and improve own learning and practice in curriculum design and development

Evidence Category	Mathematics Application Referencing
Primary Evidence	A3.Ma, B1.Ma, B2.Ma, B8.Ma, D1.Ma, D4.Ma
Secondary Evidence	A1.Ma, A2.Ma, A4.Ma, A5.Ma, A6.Ma B3.Ma, B4.Ma, B5.Ma C5.Ma, C6.Ma, C7.Ma, C8.Ma, C9.Ma, C10.Ma, C11.Ma, C12.Ma, C20.Ma D2.Ma,

Units of assessment for the partly integrated route – Numeracy

UNIT TITLE: **Continuing personal and professional development**

LEVEL: **Five**

CREDIT VALUE: **15**

UNIT CODE:

This unit has 4 learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the role of the teacher in the lifelong learning sector	1.1 Analyse and compare different teaching roles and contexts in the lifelong learning sector 1.2 Evaluate own role and responsibilities with reference to area of specialism and as part of a team 1.3 Analyse the impact of own beliefs, assumptions and behaviours on learners and others 1.4 Analyse the impact of own professional, personal, interpersonal skills, including literacy, numeracy and ICT skills, on learners and others
2. Understand theories and principles of reflective practice, and models of continuing personal and professional development	2.1 Analyse and compare relevant theories, principles and models of reflective practice 2.2 Explain how theories, principles and models of reflective practice can be applied to own development as an autonomous learner
3. Understand own need for continuous personal and professional self development	3.1 Evaluate own approaches, strengths and development needs, including literacy, language and numeracy needs 3.2 Use self reflection and feedback to develop own knowledge, practice and skills, including literacy, language, numeracy and ICT skills 3.3 Plan appropriate opportunities to address own identified learning needs
4. Understand and demonstrate ways in which engagement in CPPD activities has improved own practice	4.1 Identify and engage in appropriate CPPD opportunities to keep up to date and develop in teaching and in own specialist area 4.2 Evaluate the impact of CPPD activities on own professional practice, identifying any further learning and development needs

Although this unit is mandatory for the ITT pathway there are no subject specialist statements mapped to the learning outcomes and assessment criteria. Any applicable subject contextualisation has been placed as primary evidence within the required options. Therefore if desired this unit may be delivered generically. This will enable Skills for Life specialists to gain study experience alongside their colleagues from other subject/vocational areas.

Units of assessment for the partly integrated route – Numeracy

UNIT TITLE: **Wider professional practice**

LEVEL: **Five**

CREDIT VALUE: **15**

UNIT CODE:

This unit has 5 learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the concept of professionalism and core professional values for teachers in the lifelong learning sector	1.1 Discuss key aspects of professionalism in the context of the lifelong learning sector 1.2 Explain ways in which equality of opportunity and respect for diversity can be built into teaching and learning practice 1.3 Discuss the contribution of learning to personal development, economic growth and community regeneration 1.4 Analyse the impact of own professional values and judgements on teaching and learning
2. Understand key issues in relation to professional conduct and accountability in the lifelong learning sector	2.1 Discuss the implications and impact of government policies on teaching and learning in the lifelong learning sector 2.2 Discuss the roles of regulatory bodies and systems and inspection regimes in the operation of the lifelong learning sector 2.3 Interpret ways to apply relevant statutory requirements and underpinning principles in relation to teaching own area of specialism 2.4 Analyse own responsibilities in relation to the above
3. Understand and apply principles of evaluation, quality assurance and quality improvement	3.1 Review and compare a range of principles and approaches to evaluation 3.2 Explain differences and the relationship between evaluation and assessment 3.3 Analyse the role of evaluation within quality assurance to inform and promote quality improvement
4. Understand and demonstrate how to contribute to QA and QI systems and procedures	4.1 Work with others to develop and improve the effectiveness of evaluation processes 4.2 Evaluate the validity and reliability of data collected and the effectiveness of the methods/instruments used, with reference to own learner(s)
5. Understand how to evaluate and improve own wider professional practice	5.1 Evaluate own approaches, strengths and development needs, in relation to professional practice 5.2 Plan and take up opportunities to develop and improve own wider professional practice

Although this unit is mandatory for the ITT pathway there are no subject specialist statements mapped to the learning outcomes and assessment criteria. Any applicable subject contextualisation has been placed as primary evidence within the required options. Therefore if desired this unit may be delivered generically. This will enable Skills for Life specialists to gain study experience alongside their colleagues from other subject/vocational areas.

Skills for Business is an employer-led network consisting of 25 Sector Skills Councils and the Sector Skills Development Agency. Through its unrivalled labour market intelligence and insights from employers in all sectors of the UK economy, the network identifies change needed in policy and practice relating to education and skills development. With the influence granted by licences from the governments of England, Scotland, Wales and Northern Ireland, and with private and public funding, this independent network engages with the education and training supply side, such as universities, colleges, funders and qualifications bodies, to increase productivity at all levels in the workforce.